

CASTLE HEIGHTS MIDDLE

1234 Flint St. Ext.
Rock Hill, SC 29730

GRADES 6-8 Middle School

ENROLLMENT 874 Students

PRINCIPAL Kelly Kane 803-981-1400

SUPERINTENDENT Dr. Randy Bridges 803-981-1000

BOARD CHAIR Kathy Pender 803-980-5512

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	16	25	6	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 17 out of 23 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

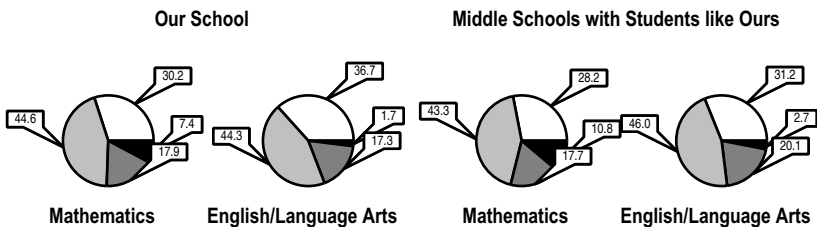
WWW.MYSCSCHOOLS.COM

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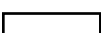
PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Below Average	N/A
2003	Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	55	249	97
Percent satisfied with learning environment	94.4%	66.8%	59.3%
Percent satisfied with social and physical environment	90.9%	70.8%	51.1%
Percent satisfied with home-school relations	74.5%	87.0%	54.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	848	99.1	36.7	44.3	17.3	1.7	19.0	17.6
Gender								
Male	426	98.8	46.9	40.5	11.5	1.1	12.5	17.6
Female	422	99.3	26.6	48.0	23.0	2.3	25.3	17.6
Racial/Ethnic Group								
White	435	99.1	27.3	45.9	23.7	3.1	26.8	17.6
African-American	328	99.4	49.0	40.6	10.4	N/A	10.4	17.6
Asian/Pacific Islander	11	100.0	40.0	50.0	10.0	N/A	10.0	17.6
Hispanic	32	96.9	50.0	46.2	3.8	N/A	3.8	17.6
American Indian/Alaskan	42	97.6	25.0	55.6	16.7	2.8	19.4	17.6
Disability Status								
Not disabled	717	99.6	30.3	47.6	20.1	2.0	22.1	17.6
Disabled	131	96.2	76.2	23.8	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	848	99.1	36.7	44.3	17.3	1.7	19.0	17.6
English Proficiency								
Limited English proficient	6	83.3	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	842	99.2	36.4	44.5	17.4	1.7	19.2	17.6
Socio-Economic Status								
Subsidized meals	406	98.3	48.2	39.3	11.8	0.6	12.4	17.6
Full-pay meals	442	99.8	27.4	48.3	21.7	2.6	24.3	17.6

Mathematics								
All students	848	99.1	30.2	44.6	17.9	7.4	25.3	15.5
Gender								
Male	426	98.6	35.4	41.8	14.5	8.3	22.8	15.5
Female	422	99.5	25.1	47.3	21.1	6.5	27.7	15.5
Racial/Ethnic Group								
White	435	98.9	24.0	41.3	23.0	11.6	34.6	15.5
African-American	328	99.1	40.2	47.0	10.8	2.0	12.8	15.5
Asian/Pacific Islander	11	100.0	20.0	20.0	40.0	20.0	60.0	15.5
Hispanic	32	100.0	44.4	33.3	14.8	7.4	22.2	15.5
American Indian/Alaskan	42	100.0	5.6	75.0	16.7	2.8	19.4	15.5
Disability Status								
Not disabled	717	99.9	23.6	47.3	20.5	8.6	29.1	15.5
Disabled	131	94.7	71.8	27.2	1.0	N/A	1.0	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	848	99.1	30.2	44.6	17.9	7.4	25.3	15.5
English Proficiency								
Limited English proficient	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	842	99.0	29.9	44.6	18.1	7.5	25.6	15.5
Socio-Economic Status								
Subsidized meals	406	98.8	39.6	44.9	11.6	3.9	15.5	15.5
Full-pay meals	442	99.3	22.6	44.3	22.9	10.2	33.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	242	N/A	36.0	37.7	19.9	6.4	26.3
	Grade 7	266	N/A	25.2	49.2	24.4	1.2	25.6
	Grade 8	276	N/A	31.0	48.5	18.3	2.2	20.5
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	302	99.3	34.3	42.6	20.2	2.9	23.1
	Grade 7	264	99.2	40.7	45.5	12.6	1.3	13.9
	Grade 8	282	98.6	35.6	45.2	18.4	0.8	19.2

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	242	N/A	33.5	43.6	16.5	6.4	22.9
	Grade 7	266	N/A	45.1	31.5	16.0	7.4	23.3
	Grade 8	276	N/A	37.9	48.0	9.7	4.5	14.1
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	302	99.0	24.6	39.1	24.3	12.0	36.2
	Grade 7	264	98.9	35.7	43.5	13.9	7.0	20.9
	Grade 8	282	99.3	31.2	51.6	14.4	2.8	17.2

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 874)				
Students enrolled in high school credit courses (grades 7 & 8)	21.7%	Up from 19.4%	15.3%	14.4%
Retention rate	1.8%	Down from 1.9%	2.3%	2.3%
Attendance rate	96.0%	Down from 96.2%	95.4%	95.2%
Eligible for gifted and talented	6.1%	Down from 6.7%	17.0%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	14.5%	Up from 14.1%	14.9%	14.1%
Older than usual for grade	3.5%	Up from 2.8%	4.6%	4.9%
Suspended or expelled	2.2%	Up from 1.5%	1.3%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 55)				
Teachers with advanced degrees	41.8%	Up from 36.8%	47.2%	47.1%
Continuing contract teachers	85.5%	Up from 73.7%	85.1%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	79.6%	Up from 72.2%	86.2%	84.3%
Teacher attendance rate	95.2%	Down from 95.7%	95.3%	95.0%
Average teacher salary	\$39,110	Up 3.4%	\$40,142	\$39,924
Prof. development days/teacher	11.0 days	Down from 11.1 days	10.4 days	10.7 days

School				
Principal's years at school	8.0	Up from 7.0	3.0	3.0
Student-teacher ratio	22.1 to 1	Down from 23.6 to 1	21.6 to 1	21.0 to 1
Prime instructional time	90.0%	Down from 91.9%	89.4%	88.9%
Dollars spent per pupil*	\$5,110	Up 7.5%	\$5,662	\$5,854
Percent spent on teacher salaries*	65.7%	Up from 62.4%	61.9%	62.0%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	86.4%	Down from 87.9%	94.5%	94.8%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This past year Castle Heights remained committed to a strong instructional program, based on state standards that also met the unique needs of early adolescents. The school staff worked cooperatively with individual parents, the PTO, the School Improvement Council, and generous business partners to create such a program.

The school-wide literacy initiative continued, and resources and in-service to implement a literature circle program were provided. Student writing skills continued to be emphasized. In addition, academic assistance in math skills was more closely focused on the needs and strengths of individual students; additional staff members provided computer lab and classroom assistance to all students. Beyond the academic assistance that took place during the traditional school day and after school, an early morning "summer school" was provided from March to May. It was expanded this year to include remediation in math, language arts, and science. Students were also provided challenging learning opportunities on Saturdays through language arts and math classes, science workshops, math reviews for advanced students, and mentor programs. The advisor-advisee portion of each day provided students with further academic assistance, emphasis on recreational reading, and character education, including a school-wide bullying prevention unit, health information, and report card reviews.

Areas for improvement and focus for the coming 2003-2004 school year, as outlined by the school's strategic plan, will include student attendance, awareness of student nutritional needs, a renewed program of parent communication and involvement, and continued academic achievement as reflected by PACT results and promotion rates.

In 2002-2003 Castle Heights Middle School continued to be an award-winning school. The SC Healthy School and Flagship School of Promise awards were maintained, and the Red Carpet School award was added. Academic achievement continued; the percentage of students who met the PACT basic standard was maintained or increased in all areas at all grade levels. The school continued to add to the number of teachers who are pursuing advanced degrees or who have met National Board certification standards. A positive school climate report was recorded, and student safety remained a priority. Our school looks forward to the challenge of maintaining these areas of strength while meeting new goals for 2003-2004.

Kelly Kane

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.